



# **Institutional Review of Higher Education Institutions in Albania**

**Report of HEI "Professional  
Business Academy"  
June 2017**

REVIEW TEAM:

1 Mr Grant Horsburgh

Lead Reviewer

2 Professor As. Ana Kapaj

Reviewer

3 Mr Kevin Kendall

Reviewer



The image shows three handwritten signatures. The top signature is in black ink and appears to be 'G. Horsburgh'. The middle signature is in blue ink and appears to be 'Ana Kapaj'. The bottom signature is in black ink and appears to be 'Kevin Kendall'.

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## About this review

The overall aim of Institutional Review is to assess the extent to which each HEI meets the Albanian State Quality Standards, which came into force in 2011. Institutional Review is a peer-review process with each review team composed of a mix of UK reviewers appointed by QAA and Albanian reviewers appointed by APAAL. The review team is led by a QAA reviewer.

The resulting reports will serve not only for institutional accreditation based on the extent to which the HEI meets the standards, but will also to inform the HEIs, Albanian government, the public and students of how each HEI meets the standards. This report also helps the HEI to identify priorities for enhancement (the process by which higher education providers systematically improve the quality of provision and the ways in which students' learning is supported).

The Albanian State Quality Standards have been grouped under five headings, the Evaluation Areas: the Organisation and its Management; Resourcing; the Curriculum; Teaching, Learning, Assessment and Research; and Students and their Support. This report identifies features of good practice, recommendations, affirmations of actions in progress and weaknesses for each Evaluation Area, together with a judgement as to how well the HEI meets the standards. The judgements that the reviewers may assign are: standards are fully met; standards are substantially met; standards are partly met; or standards are not met.

Finally, the reviewers conclude by recommending a summary judgement to APAAL's Accreditation Council. This overall judgement is one of four levels:

- **State Quality Standards are met**
- **State Quality Standards are substantially met**
- **State Quality Standards are partly met**
- **State Quality Standards are not met.**

As part of the report-writing process, QAA has provided expert support to the review team by ensuring that the team supports the findings made in the report with evidence, and also by proofreading and summarising the full report for the summary below.

## **The context of this review**

The Professional Business Academy (PBA; the Academy) is a non-public higher education institution that offers first and second-cycle levels of study in the fields of economics and law. Successful students may gain a bachelor's, Master of Science, or Master of Professional Study award. PBA was established in the academic year 2011-12 based on a philosophy of providing a quality education to enable successful students to contribute to the growth, prosperity, well-being and development of Albania with professionalism and dignity.

At the time of this review PBA consisted of two main units and six departments: a Faculty of Economics comprising the Department of Finance and Accounting, the Department of Management, and the Department of Economics and Informatics; and the Faculty of Law comprising the Department of Civil Law, the Department of Criminal Law, and the Department of Public Law. In addition, there are 13 administrative units. PBA employs 42 full-time and 30 part-time academic teaching staff and offers three first-cycle (bachelor's) and six second-cycle (four Master of Science and two professional master's) programmes of study. **[HEI info on APAAL site]** There are 518 undergraduate students, 224 Master of Science students, and 66 students enrolled on professional master's programmes.

## Summary report

The Professional Business Academy (PBA; the Academy) is a non-public higher education institution that offers first and second-cycle levels of study in the fields of economics and law and has been operating in Tirana city centre since the academic year 2011-12. At the time of this review PBA had 808 students and offered three first-cycle (bachelor's) and six second-cycle (four Master of Science and two professional master's) programmes of study. There are 39 full-time academic staff organised into two main units: a Faculty of Economics comprising the Department of Finance and Accounting, the Department of Management, and the Department of Economics and Informatics; and the Faculty of Law comprising the Department of Civil Law, the Department of Criminal Law, and the Department of Public Law.

The Academy developed a self-evaluation report through an Internal Self-Evaluation Working Group, which included five individuals representing each faculty, support units and a student representative. It circulated drafts to a wider audience within the institution before it was finalised. However, authority for approving the final report and for sending it to the Agency was devolved to the Internal Self-Evaluation Working Group. While helpful in providing the review team with relevant information on institutional policies and procedures, the self-evaluation report was mainly descriptive and lacked evaluation of the effectiveness of policies and procedures.

The review visit took place over two days on the 8 and 9 June 2017. The review team comprised two senior higher education reviewers from the United Kingdom and one experienced higher education member of staff from an Albanian institution. The review team was supported by the Review Manager and a note-taker provided by APAAL. The review team received the self-evaluation report and the portfolio of supporting evidence eight weeks in advance of the review visit, later supplemented by additional requested documentation before and during the visit. The wide range of supporting information provided by the Academy enabled the team to familiarise itself with the structure, policies, management procedures, and nature of teaching and research activity undertaken. Evidence included the Statute and Regulations, internal reports, the annual report to the Ministry of Education, admission and orientation procedures, lists of external agreements and memoranda, examples of programme information, and evidence of deliberative meetings.

The review team met senior managers, students, lecturers, administrative and support staff, as well as external partners and alumni during the review visit. Discussion supported the clarification of procedures, responsibilities and findings. Notes were taken at all meetings. As part of a tour of learning resources, the review team viewed the library, teaching areas, laboratories, social amenities and offices.

The Standards for the Organisation and its Management are fully met. In reaching this judgement, the review team did not record any features of good practice, identify any weaknesses and did not affirm any actions already in progress. The institutional structures work in accordance with the Statute and its formally constituted committees ensure efficient management. There is in place a current and appropriate Development Strategy and evidence to demonstrate effective internal monitoring and evaluation of all activities. Market research is an institutional strength. However, international partnership arrangements are still in the early stages of development.

The Standards for Resourcing are substantially met. In reaching this judgement, the review team did not record any features of good practice and the review team did not affirm any actions already in progress. However, the review team made one recommendation for the Academy to consider as a means of further securing the quality and standard of its

programmes. The inadequate facilities for students with physical disabilities is a weakness and it is recommended that the Academy develops and implements a defined plan to ensure that physically disabled students can access all learning and teaching facilities. **[Chapter I Standard III.4]**

The Standards for the Curriculum are fully met. In reaching this judgement, the review team recorded one feature of good practice: the practical application of theory in teaching and learning, which results in a high percentage of positive student destinations. **[Chapter I Standard I.11; Chapter I Standard I.12]** The review team did not identify any weaknesses and made no recommendations for the Academy to consider as a means of further securing the quality and standard of its programmes. Similarly, the review team did not affirm any actions already in progress.

The Standards for Teaching, Learning, Assessment and Research are substantially met. In reaching this judgement, the review team did not record any features of good practice and did not affirm any actions already in progress. However, the team has made two recommendations for the Academy to consider as a means of further securing the quality and standard of its programmes. The absence of research activity with a partner and no engagement with European bids in the field of scientific research is a weakness; the team recommends that the Academy develop and implement a defined plan to ensure that its research internationalisation agenda clearly focuses on engaging with European bids in the field of scientific research and research cooperation with foreign higher education institutions more generally. **[Chapter II Standard I.3]** The lack of international research activity and mobility opportunities for staff and students is also a weakness; the review team recommends that the Academy seek to establish bilateral agreements and projects to facilitate international research activity and mobility opportunities for staff and students. **[Chapter II Standard I.6]**

The Standards for Students and their Support are fully met. In reaching this judgement, the review team recorded one feature of good practice: the institutional agreement with a large employment agency, which enables the Curricula, Teaching and Career Office to match electronically individual student profiles to relevant employment vacancies and the resulting high rates of employment for students. **[Chapter I Standard III.9]** The team did not identify any weaknesses and did not affirm any actions already in progress.

PBA undertook the review in accordance with APAAL guidelines. The review team acknowledges the Academy's level of engagement with the process and the cooperation provided to the review team throughout the visit phase.

## Summary of findings

### Good practice

The review team identified the following features of good practice:

- the extensive practical application of theory in teaching and learning, which results in a high percentage of positive student destinations (paragraphs 3.13 and 3.12; **Chapter I Standard I.11, Chapter I Standard I.12**)
- the institutional agreement with a large employment agency, which enables the Curricula, Teaching and Career Office to electronically match individual student profiles to relevant employment vacancies, and the resulting high rates of employment for students (paragraph 5.9; **Chapter I Standard III.9**).

### Weaknesses

The review team identified the following weaknesses:

- the inadequate facilities for students with physical disabilities (paragraph 2.9; **Chapter III Standard V.1**)
- the absence of research activity with a partner and no engagement with European bids in the field of scientific research (paragraph 4.5; **Chapter II Standard I.3**)
- the lack of international research activity and mobility opportunities for staff and students (paragraph 4.8; **Chapter II Standard I.6**).

### Recommendations

The review team identified the following recommendations:

- develop and implement a defined plan to ensure that physically disabled students can access all learning and teaching facilities (paragraph 2.9; **Chapter III Standard V.1**)
- as a matter of urgency, develop and implement a defined plan to ensure that its research internationalisation agenda clearly focuses on engaging with European bids in the field of scientific research, and research cooperation with foreign higher education institutions more generally (paragraph 4.5; **Chapter II Standard I.3**)
- as a matter of urgency, seek to establish bilateral agreements and projects to facilitate international research activity and mobility opportunities for staff and students (paragraph 4.8; **Chapter II Standard I.6**).

### Affirmation of action being taken

The review team did not affirm any actions already in progress.

### Summary of judgements for each Evaluation Area

- 1 The Standards for the Organisation and its Management are **fully met**.
- 2 The Standards for Resourcing are **substantially met**.
- 3 The Standards for the Curriculum are **fully met**.
- 4 The Standards for Teaching, Learning, Assessment and Research are **substantially met**.
- 5 The Standards for Students and their Support are **fully met**.



## Summary judgement

The reviewers recommend to the Accreditation Council that at Professional Academy of Business, the State Quality Standards are **substantially met**.

## Detailed report

### Evaluation Area 1: The Organisation and its Management

1.1 PBA's governance and regulatory frameworks are designed to align with national legal requirements for higher education institutions. [SER p.8] The Statute sets out the Academy's mission, internal organisation and management structures. [1; A1] Individual and formal board and council responsibilities are also defined in regulations. [6; A2] The Academy amends and changes its Statute and Regulations as required. [B1; M3; M4; M5] The Senate has approved an amended Statute and Regulations to take account of the new higher education law, which have been submitted to the Ministry of Education for approval. [B1; M3; M4; M5] [Chapter III Standard I.1]

1.2 The Academy is organised to secure management efficiency in accordance with legislative requirements. [SER p.8-10; 12; A7; B8; M3; M4; M5] The flow of information from departments to the Senate, and the promulgation of decisions made by the Senate to staff and students, is effective. [SER p.8-10; 1; 6; A1; A2; B2; B3; M3; M4; M5; M10; M11] Arrangements for the management and administration of the Academy, and for collegial decision making, take account of legal expectations, work appropriately and are understood by staff at all levels. [SER p.8-10; M2; M3; M4; M10; M11] [Chapter III Standard I.2]

1.3 Boards and councils meet regularly and information on agenda items is available to all staff in advance electronically. [SER p.10; B2; B3; M2; M3; M4; M10; M11] Students and staff indicated that matters raised by them are given due consideration through constructive debate by boards and councils. Arrangements for the operation of deliberative councils and boards, and to support collegial discussion and debate, are understood by staff and students. [M2-M5; M10; M11] Deans and heads of departments are responsible for monitoring locally the implementation of decisions made by formally constituted boards and councils. [M2-M5; M10; M11] [Chapter III Standard I.3; Chapter III Standard II.3]

1.4 PBA ensures that the limits of its autonomy are respected and that it operates within the confines of prevailing laws and regulations. [SER p.10] Self-governance is evident in organisational academic and administrative units, teaching and scientific activities, and financial and administrative matters. [B2-B7; M2-M5; M10; M11] The Internal Quality Assurance Unit has a key role in monitoring and analysing the effectiveness of internal evaluation activities. [12; A6; M3-M5; M10; M11] The Unit provides the Senate with an annual action plan setting out matters to be addressed resulting from its analysis. The Unit monitors the implementation of the action plan to ensure that matters are successfully concluded. [12; A6; M3-M5; M10] PBA invites external consultants to assist in the supervision and internal evaluation of institutional activities. [SER p.10] [Chapter III Standard I.4]

1.5 The Academy has an appropriate Development Strategy for the period 2015-20, which has been approved by the Senate. [SER p.11; 8; A3] The Strategy has been drafted in accordance with PBA's mission and objectives and was considered during various stages of its development by management bodies and councils. [SER p.11; M3; M4; M10] PBA produces an annual plan setting out activities for the coming year. [9; A4] At the end of each academic year it produces an annual report to record all institutional activities and to inform the annual report to the Ministry of Education and Sport. [10; A6] The Senate receives and approves the annual plan and annual report. [M3; M4; M10] [Chapter III Standard I.5]

1.6 The annual report to the Ministry provides accounts of teaching and study programmes, scientific research, staffing, project activity, and economic and financial matters. [SER p.11; B10] The drafting process is led by Deans of Faculty and informed by internal evaluation and self-assessment reports on departments and study programmes. The

Academy makes the final report available to relevant boards and institution-wide committees, and to staff and students through the website. **[SER p.11; M3-M5; M10; M11]** **[Chapter III Standard I.6]**

1.7 Faculties and departments are organised in accordance with legal requirements. Management, executive and administrative structures are separate from academic structures and organisational units. Academic staff are appropriately qualified and exercise autonomy and academic freedom in teaching, research and all other academic activities. PBA has an official website and offers first and second-cycle programmes in accordance with its legal status. **[SER p.11-12; 2; M2-M4; M10; M11]** **[Chapter III Standard II.1]**

1.8 PBA has a network of partners at national and regional level that includes higher education institutions, public bodies and independent firms. **[SER p.13; 18; A12]** Academic staff, alumni and placement providers indicated that there are strong links between local and regional organisations and departments and programmes. **[M7]** This, and market research undertaken by both faculties, enables departments and programmes to be informed appropriately on regional economic development opportunities. **[SER p.13; 16; 17; A10; A11; M3; M4; M7; M10; M11]** The Career Tutoring and Counselling Office provides students with employment advice and guidance before their graduation and monitors graduate employment. **[SER p.13; M3-M5; M10; M11]** **[Chapter III Standard III.1; Chapter III Standard III.2]**

1.9 The Rectorate oversees the development of partnership arrangements with overseas partners while department offices maintain oversight of local and regional collaborations. **[SER p.14; 13; A15; M4]** Similarly, collaboration with other organisations to provide students with professional practice opportunities is managed at department level. Examples include the Administrative Court and District Court of Tirana, the National Accounting Council, the Institute of Authorised Accounting Experts, and the Approved Accounting Association. **[SER p.14]** **[Chapter III Standard III.3]**

1.10 PBA has established a number of formal agreements that enable staff and students to participate in international activities in Bulgaria, Italy, Kosovo and Romania. **[SER p.14; 18; A12]** It has also established and implemented policies to support international mobility of academic staff and students. **[SER p.14; M2-M5]** However, senior staff acknowledge that the low take-up of international mobility opportunities for staff and students is a continuing challenge and an area for continuing development. **[M2-M5]** **[Chapter III Standard III.4]**

## **Judgement**

**The Standards for the Organisation and its Management are fully met.**

## **Findings**

### **Good practice**

The review team did not identify any features of good practice.

### **Weaknesses**

The review team did not identify any weaknesses.

### **Recommendations**

The review team did not identify any recommendations.

### **Affirmation of action being taken**

The review team did not affirm any actions already in progress.

## **Judgement**

**The Standards for the Organisation and its Management are fully met.**

## Evaluation Area 2: Resourcing

2.1 PBA publishes its organisation chart on its website. [B8; <http://apb.edu.al/en/the-structure-of-the-institution/>] This provides a clear summary of the organisational structure, including the faculties, departments, research centres and other management structures. Individual responsibilities in each part of the management structure are clearly set out in the Statute and Regulations. [SER p.15-17; A1; A2] The Academy employs a range of well-qualified teaching staff appropriate to the programmes on offer. [B12] At the time of the review there are 42 full-time and 30 part-time academic staff. [A8; A9] Priority is given to the recruitment of academic staff from western universities and 18 teaching staff have overseas qualifications. In addition, PBA has a cooperation contract with foreign lecturers. [A20] The institution values part-time staff for their experience and expertise. [M10] [Chapter III Standard IV.1]

2.2 Departments identify their part or full-time staffing requirements according to criteria defined in the Statute and Regulations. [SER p.15-17; A1; A2] The Academy advertises vacancies on its website and social media along with the appointment criteria. [22; A16; M10] An ad hoc committee selects appropriate candidates and provides them with an employment contract signed by the Rector. [29; 30; 31; A21; A22; A23] New staff undertake orientation activities to familiarise them with the Academy, and to agree their targets for the next term. [M10] Recently appointed staff commented on the positive and supportive atmosphere provided by PBA. [M10] The Academy evaluates staff each term and discusses opportunities for promotion. [M3; M4; M10] Currently, staff appointments to the Senate, for example, are proposed by the Rector and approved by the Administration Council, but under the new law elections will take place. [M4] [Chapter III Standard IV.1; Chapter III Standard II.2]

2.3 PBA provides comprehensive information for both staff and students on its policies, procedures and activities. The website is a useful source of public information, which is supplemented by additional information provided through a password-protected portal. [<http://apb.edu.al>; M3; M6; M10; M11] PBA also produces a variety of information leaflets, brochures and books in hard copy. [SER p.16; 25; C2] [Chapter III Standard IV.2]

2.4 Each member of academic staff completes a standard evaluation form stating their academic activity for the year, and submits it to the Dean of Faculty, who carries out a performance evaluation. [SER p.16; B13; M3; M10] The Internal Quality Evaluation Unit distributes student questionnaires on the evaluation of academic staff, an analysis of which also informs the staff evaluation process. [SER p.16; <http://apb.edu.al/en/other-documents/>; B13] In 2015 the Academy commissioned the Tirana Business Research Centre to conduct an independent evaluation based on staff and student responses to questionnaires and produced reports that are used by management to improve the future performance of staff. [SER p.16; 26; 27; A18; A19] [Chapter III Standard IV.3]

2.5 The Academy cooperates with the Student Council to arrange a variety of social events and initiatives, for example, blood donations and charitable activities. [SER p.17; A3] Facilities such as the internet café enable staff and students to meet informally, and PBA encourages and supports staff in sporting and social activities. [A3; Learning resource tour] It has a support policy for helping students in need and awards full or part scholarships to help finance their studies. [SER p.17; A3; M6] PBA also pays for social and health insurance for staff. [A3] [Chapter III Standard IV.4]

2.6 PBA uses the Development Strategy and annual plan as the basis for its budgeting activity. [A3; A4] It drafts an annual and three-year budgetary plan and allocates finance in accordance with legal requirements and the Statute. [8; 34; A1; A25] Heads of department prepare draft budgets that are compiled into faculty budgets by the respective deans. [M5]

Faculty budgets are then compiled into an institutional budget, which is approved by the Administration Board and Senate. [33; 34; B14] The allocation of budgets at faculty and department level is monitored monthly by the Administration Board and managed by the Office of Financial Reporting and Supervision. [B14; M5] PBA employs an independent auditor to inspect the accounts each year and produce a report that is published on the website. [SER p.19; 35; A26; <http://apb.edu.al/en/internal-quality-assurance-unit-iqau/>] Annual Financial Statements and the auditors' report are discussed in a Senate meeting, which is attended by academic staff, administrative staff and student representatives. [SER p.18; A1] [Chapter III Standard VI.1; Chapter III Standard VI.2; Chapter III Standard VI.3]

2.7 The Academy has an integrated information management system using both the public website and the password-protected portal through which students and staff can access confidential information. [SER p.19-20; <http://apb.edu.al/en/>; M6; M10; M11] The website provides information relating to programmes offered, student data and comprehensive information on institutional structure, processes and regulations. [39; A30] Students and staff have individual email addresses and there are a number of other sources of online information, using a variety of commonly used social media platforms. [SER p.19; A1; M6; M11] These platforms are managed by the Public Relations Office and are available on site through a good quality Wi-Fi network. [A1; M11] [Chapter III Standard VII.1; Chapter III Standard VII.2]

2.8 PBA has appropriate resources for staff and students and the delivery of the programmes that it offers. These include lecture rooms, seminar rooms, computer rooms, a library, offices and an internet café. [SER p.20-21; A2; Learning resource tour] Teaching facilities are appropriate for the delivery of the programmes offered and are constructed to meet the required standards. [39; A30] The rooms offer a pleasant teaching, learning and work environment with suitable space, lighting and heating. [Learning resource tour] There are no on-site sports facilities, but these are outsourced and students stated their satisfaction with the arrangement. [M6] The Academy has provided a technical report on the facilities and infrastructure and has confirmed that they comply with all necessary technical requirements. [A30] Provision of infrastructure and equipment is provided for in the budget; PBA has planned for the increase in student numbers when new programmes are delivered in the next academic year. [A3] [Chapter III Standard VII.3; Chapter III Standard VII.5; Chapter III Standard V.1]

2.9 Access for people with disabilities is confined to the ground floor. [Learning resource tour] Senior staff acknowledge that facilities for students with disabilities are inadequate, and the Student Survey indicates that 25 per cent of respondents believe that improvement to the infrastructure is required to provide facilities for people with disabilities. [APAAL Student Survey; M2-M6; M11] The review team found the inadequate facilities for students with physical disabilities to be a **weakness**. It **recommends** that the Academy develop and implement a defined plan to ensure that physically disabled students can access all learning and teaching facilities. [Chapter III Standard V.1]

2.10 PBA has set up the Institute for Research and Application in Business to support staff and students. The Institute carries out functions such as providing lifelong learning in related fields, professional and financial services, and consultancy. It supports academic staff and students in different projects and also conducts surveys to investigate market need. [SER p.21; 38; A29] [Chapter III Standard VII.6]

2.11 The Academy possesses full documentation of academic activity in hard copy and electronic form. [SER p.22-23; M3] PBA archives hard copy material in accordance with legal requirements and collects and stores data on programmes, students and institutional

activities both digitally and in hard copy formats. **[A3] [Chapter III Standard VII.4; Chapter III Standard V.2]**

## **Findings**

### **Good practice**

The review team did not identify any features of good practice.

### **Weaknesses**

The review team identified the following weakness:

- the inadequate facilities for students with physical disabilities (paragraph 2.9; **Chapter III Standard V.1**)

### **Recommendations**

The review team identified the following recommendation:

- develop and implement a defined plan to ensure that physically disabled students can access all learning and teaching facilities (paragraph 2.9; **Chapter III Standard V.1**).

### **Affirmation of action being taken**

The review team did not affirm any actions already in progress.

## **Judgement**

**The Standards for Resourcing are substantially met.**

## Evaluation Area 3: The Curriculum

3.1 Programmes are developed in line with the Development Strategy and annual plan, which aims to deliver and develop programmes in the subject areas of economics and law, to meet the needs of students and employers. [SER p.23-24; A10; A11; M2] Currently, PBA offers five bachelor's and six master's programmes across these subject areas. Programme information is stated clearly on the website. [<http://apb.edu.al/en/faculty-of-economy/>] The Academy has a clear direction in pursuing programmes in economics and law to meet the needs of the region and the country with due regard to the particular issues facing Albania, as well as the influence of international issues. [SER p.23-24; M2] [Chapter I Standard I.1; Chapter I Standard I.3]

3.2 PBA participates in a 'Work and Study Fair' organised by the Chamber of Commerce and Industry in Tirana. Potential students are also able to find out about programmes offered through television adverts, leaflets, visits to schools and the website. [SER p.23; M6; Learning resource tour] Students are also given scholarships or a partial reduction in fees if appropriate, depending on financial hardship for example. [57; M6] The students met during the visit confirmed that programme information is easily available and accurate and that the admissions process is clearly defined and fair. [M6] [Chapter I Standard I.1]

3.3 Study programmes are coherent in their organisation of subject areas and options according to the title of the award and offer a choice to students depending on their career aspirations. [<http://apb.edu.al/en/bachelor's-study-programs/>] Programmes are well organised according to the relevant syllabus, and student skills are assessed by both continuous assessment and examination. [SER p.24-26; 51-156; A34-A39] Feedback from students and staff is used in programme evaluation and decisions regarding improvement are discussed and agreed at the Senate. [74; 75; M4] [Chapter I Standard I.1; Chapter I Standard I.5]

3.4 PBA provides short courses in economics, accounting and finance. [SER p.24-25; A3] Recently, it has set up the Institute for Research and Application in Business, the focus of which is lifelong learning, and has organised courses applicable to the National and International Accounting and Reporting Standards. [A3; <http://apb.edu.al/en/professional-training/>] Employers met during the visit considered PBA to be a good and reliable partner that has strong links with practice and practical problems in Albania in the fields of economics and law. [M7] [Chapter I Standard I.2; Chapter I Standard I.11; Chapter I Standard I.12]

3.5 On completion of their bachelor's or master's degree study programme in economics or law, students receive the appropriate diploma. [SER p.29; A3] In addition, they receive a diploma supplement that contains information regarding the level, content and outcomes of the study programme. [51; 52] [Chapter I Standard I.4; Chapter I Standard I.10]

3.6 The Academy has planned three new programmes to start in October 2017, including a third-cycle Executive Master's Degree in Economics and a Master's Degree in Policing and Security. [M2; M3; <http://apb.edu.al/en>] It developed the programmes following market research on the need for education and skills in these areas. Proposals for new programmes are developed through the departments, which identify the necessary resources, and are ultimately approved by the Senate. [M5] [Chapter I Standard I.1; Chapter I Standard I.3]

3.7 PBA plans the academic workload of teaching staff to enable a balance between teaching, research and other activities depending on the skills and experience of the



member of staff and the needs of the institution. [SER p.26; 62-64; M5] Part-time teaching staff bring valuable additional qualifications and experience and are used to ensure that teaching and research requirements are met. [M5] Individual employment contracts comply with the law and give the opportunity for any additional work to be financed by the Academy. [SER p.26; A1] PBA physical resources are sufficient for both the delivery of current programmes and the planned future growth. [M5; Learning resource tour] [Chapter I Standard I.5]

3.8 PBA study programmes are easily understandable and their objectives are clearly defined. [SER p.26; 53-56] Programme objectives are published on the website along with detailed admission requirements and processes. Regulations and supporting information for each programme is also available giving more details, for example, of teaching, assessment and internships. [60; 61; 65; 66; 72; 73; A41; A42; A46; A47; A49; A50; <http://apb.edu.al/en/home-page-english/>; <http://apb.edu.al/en/academy-2/#1469194701736-61486524-2096>] [Chapter I Standard I.6]

3.9 First-cycle (bachelor's) programmes provide students with the basic principles, concepts and knowledge in either economics or law. [SER p.26-27] This will enable them to progress either to second-cycle study or into employment. First-cycle students receive information on second-cycle studies and can progress if they achieve 180 European Credit Transfer and Accumulation System (ECTS) credits and a certificate in a foreign language. [60; 61; A2] Students met during the visit reported that PBA provides a supportive environment through information provided, the tutoring system and the expertise of teaching staff. [M6] The Academy routinely evaluates whether first-cycle studies meet their objectives and proposals for improvement are agreed at the Senate. [B16; M4] [Chapter I Standard I.7; Chapter I Standard I.8]

3.10 During second-cycle (master's) study programmes, 30 to 40 per cent of credit is dedicated to the research project and diploma thesis. [SER p.28; A2] This promotes the opportunity for independent research, working with both teaching staff and employers (through internships). [M7] There are no third-cycle (doctoral) programmes, but as noted in paragraph 3.6, PBA is developing a new third-cycle executive master's programme for the next academic year. [Chapter I Standard I.9]

3.11 Information regarding the programmes offered by the Academy are available in English through an option on the website and are in line with the Bologna Process in successive cycles, using ECTS. [SER p.29; <http://apb.edu.al/en/home-page-english/>] However, the review team found no evidence of students using this system to transfer into or away from the Academy. All first-cycle students have two modules in English: Basic English and Business English. [SER p.29; A2; M6] Both student and staff mobility is currently low; the Student Survey states that 96.06 per cent of students have not studied abroad and the Academic Staff Survey states that 78.95 per cent of staff have not worked abroad in the last five years (see also paragraph 4.8). [APAAL Student Survey; APAAL Staff Survey] [Chapter I Standard I.10]

3.12 The subjects offered by the Faculties of Economics and Law are theoretical but clearly linked to practical and employment needs. [SER p.30; M3-M5; M7; M10] PBA considers it a strength of its teaching that it uses live examples to illustrate concepts taught, and wherever possible enables students to participate in real or simulated activities - for example, mock trials in the Faculty of Law. [M7; M10] Internships are also an integral part of the programmes: students receive credit for them where they are employed as part of a team and experience real live projects and activities. [M6; M7; M10] With regard to other activities, the Student Council represents students across the Academy and promotes debates, and social, cultural and sporting activities. PBA supports the Student Council and

provides facilities. [SER p.30; M6; Learning resource tour] These findings support the feature of good practice in paragraph 3.13. [Chapter I Standard I.11]

3.13 The programmes in economics and law are clearly preparing students for employment. [SER p.30] The Academy has a Careers Office, which is part of the Student Careers and Counselling Office. [<http://apb.edu.al/sq/category/aktivitete-te-studenteve/>; [http://apb.edu.al/en/category/students-activities\\_english](http://apb.edu.al/en/category/students-activities_english)] This Office provides tutoring and guidance for students throughout their programme and helps them gain employment on completion. [SER p.30; M11] PBA undertakes detailed labour market studies, for example in the Faculty of Economics, and conducts analyses of graduate destinations. [B11; B15] The Office has relationships with business partners that also offer internships where students could also be offered employment after graduation. The Academy has a cooperation agreement with an employment agency and students can apply confidentially online, with their curricula vitae, for opportunities as they arise. [<http://apb.edu.al/en/academy-2/#1469195079297-e9a2b2c5-c9d5>] Employment rates are 76 per cent for the Faculty of Law and 90 per cent for the Faculty of Economics; greater detail on these statistics, by programme, is available on the website. [<http://apb.edu.al/en/academy-2/#1469195438713-4e3f6a7b-6333>] The extensive practical application of theory in teaching and learning, which results in a high percentage of positive student destinations, is considered by the review team to be a feature of **good practice**. [Chapter I Standard I.12]

## Findings

### Good practice

The review team identified the following feature of good practice:

- the extensive practical application of theory in teaching and learning, which results in a high percentage of positive student destinations (paragraphs 3.13 and 3.12; *Chapter I Standard I.11; Chapter I Standard I.12*).

### Weaknesses

The review team did not identify any weaknesses.

### Recommendations

The review team did not identify any recommendations.

### Affirmation of action being taken

The review team did not affirm any actions already in progress.

## Judgement

**The Standards for the Curriculum are fully met.**

## Evaluation Area 4: Teaching, Learning, Assessment and Research

4.1 PBA applies the appropriate mechanisms to ensure efficient organisation and documentation of study programmes. **[SER p.31]** At the beginning of each academic year, PBA ensures the organisation and documentation of academic plans for each study programme at department level. **[SER p.31; 1; 6; A1; A2; M2; M5]** The structure of the programme content is discussed in the departments as the basic unit for curricula development. The academic plans approved by departments are then submitted to the Senate for approval before the beginning of the new academic year. **[SER p.31; 1; 6; A1; A2; M2]** The approved versions are signed by the Rector, the Dean of Faculty and the Head of Department. Syllabi and curricula of study programmes are designed to meet the overall objectives of the study programme, which are clearly stated in the Statute and Strategic Plan. The Strategic Plan explains clearly the institutional priorities for 2015-20. This legal document was provided by the Academy at the self-evaluation phase. **[A1; A3]** The Academy has an appropriate infrastructure of laboratories and equipment to facilitate the application of practical modules. **[M10; Learning resource tour]** Academic staff update their teaching material periodically and keep records of the teaching activity in their register, as a basic official document that identifies the student's attendance, results and effective class hours. **[SER p.31; A1; A2; M11]** **[Chapter I Standard II.1]**

4.2 PBA provides students who have fulfilled the requirements of their programme with an official approved diploma. The diploma comes together with a diploma supplement that has all the necessary information on the study programme they have followed. **[SER p.31-32; 51; 52]** Students are familiar with assessment regulations, including assessment criteria and expectations, and on the results announcement procedure. **[M6]** All examination rules are approved and made public to students and are displayed in information boards in the faculty halls in different periods of the academic year. **[Learning resource tour]** Assessment results are published in a manner that preserves confidentiality principles and expectations. Students are provided with a virtual platform that allows them to have access to their personal grades, lectures, and teaching notes. **[SER p.31-32; M6; M10; M11; <https://sites.google.com/a/uab.edu.al/portal/>]** **[Chapter I Standard II.2]**

4.3 Study programmes are subject to continuous quality assessment procedures. **[SER p.32-33]** Based on an analysis of data collected, the Internal Quality Assurance Unit proposes to the Senate processes designed to improve the student experience, for example formal timetabled meetings with tutors and standardised reporting on staff research activity. **[SER p.32; A6; M3-M5; M10; M11]** Faculty internal quality assurance units undertake curriculum review activities designed to improve facilities relating to study programme quality, including laboratory use, documentation updates, information technology support, workload ratio, and teaching and assessment methods, and reflect their findings in Faculty Self-Evaluation Reports. **[A5; A6; B6; M3-M5; M10; M11]** The Academy measures academic staff performance through student questionnaires, evaluation by Heads of Departments and Deans of Faculty, and self-evaluation of their academic and research activities. **[SER p.32-33; A51-A53; M3-M5; M10; M11]** Students confirmed that the Academy asks them to evaluate teaching quality at the end of each semester. **[M6]** Department staff participates in informal peer review of teaching and pedagogic development activities designed to enable senior staff to guide less experienced colleagues. Less experienced staff indicated that this guidance is helpful and appreciated. **[A5; M10]** **[Chapter I Standard II.3; Chapter I Standard II.4]**

4.4 Departments promote, coordinate and manage teaching and research activities. **[SER p.34; 12; M2-M5; M10; M11]** Staff are encouraged to undertake research and the level of activity is reflected in their qualifications and publications. **[B19; B20]** However, staff

acknowledged that there is capacity for departments to generate more funding through projects and other activities. At present, 3 per cent of the Academy's annual budget is allocated to research and senior staff acknowledged that there would be benefit in increasing this allocation. [B12; B19; M2-M5; M10; M11] In accordance with the new law for higher education, the Academy has applied for a new third-cycle study program, an executive master's offered by the Faculty of Law. [M2-M5; M10; M11] [*Chapter II Standard I.1; Chapter II Standard I.2; Chapter II Standard I.5*]

4.5 PBA states that the organisation of and staff attendance at scientific conferences is the focus of its research internationalisation agenda. [SER p.34; 8; C2; M2-M5; M10; M11] The Academy has supported staff and students in participating in international conferences and symposiums and in publishing research outcomes and papers. [B19; B20; M6; M10] While the Academy has signed a number of agreements with foreign higher education institutions with a view to engaging in research activities, there has been no research activity with a partner to date. [21] The review team found the absence of research activity with a partner and no engagement with European bids in the field of scientific research to be a **weakness**. It **recommends** that the Agency, as a matter of urgency, develop and implement a defined plan to ensure that its research internationalisation agenda clearly focuses on engaging with European bids in the field of scientific research, and research cooperation with foreign higher education institutions more generally. [*Chapter II Standard I.3*]

4.6 Institutional research priorities are set out in the Strategic Plan. Research priorities are discussed first within the departments and faculties before being submitted for discussion at institutional level. [SER p.35; 8; B22; M2-M5; M10; M11] As noted in paragraph 4.4, departments promote, coordinate and manage teaching and research activities. However, the contribution by departments and research groups to determining institutional research priorities would benefit from being recorded formally and explicitly. [M2-M5; M10] [*Chapter II Standard I.4*]

4.7 PBA aims to recruit academic staff qualified in scientific research, particularly younger individuals who have completed their studies abroad and have a good understanding of research. [SER p.35; 22; M2-M5; M10] The Academy invites professors from foreign higher education institutions to teach or to offer open lectures to students and staff. [A21] [*Chapter II Standard I.5; Chapter II Standard I.6*]

4.8 As noted in paragraph 3.11, student and staff mobility for research and other academic activities is low. [SER p.29; 21; A15; APAAL Student Survey; APAAL Staff Survey; M2-M5; M10] Staff and students met during the visit confirmed that they have not participated in any international mobility for teaching, research or other academic activities. [APAAL Student Survey; APAAL Staff Survey; M6; M10] While PBA is in the early stages of developing international cooperation agreements to increase student and staff mobility, it has not implemented a formal process to enable staff to participate in temporary teaching and research posts at foreign institutions or to collaborate on research projects. [SER p.32; 24; M2; M4; M5] The review team found the lack of international research activity and mobility opportunities for staff and students to be a **weakness**. It **recommends** that the Academy, as a matter of urgency, seek to establish bilateral agreements and projects to facilitate international research activity and mobility opportunities for staff and students. [*Chapter II Standard I.6*]

4.9 As noted in paragraph 4.5 the Academy supports and promotes scientific conferences, seminars and symposia. [SER p.34-37; 8; C2; M2-M5; M10] The progress of research activity is evaluated at department level. [SER p.34] In addition to its annual conference to promote scientific research of staff, students and invited researchers, PBA has organised four international, three national and one student conference. [B23; C2; <http://apb.edu.al/sq/konferenca-nderkombetare/>; M2-M5; M10] Publications that follow

conferences and other scientific events, for example, the PBA journal The Scientific Journal of Professional Studies, provide an appropriate mechanism for publicising research outcomes. [<https://sites.google.com/a/uab.edu.al/scientific-journal-of-professional-studies/>] PBA also provides staff with support to publish monographs, PhD theses and other books. [M2; M10; <http://apb.edu.al/sq/kerkimi-shkencor/>] [*Chapter II Standard I.7; Chapter II Standard I.8*]

## Findings

### Good practice

The review team did not identify any features of good practice.

### Weaknesses

The review team identified the following weaknesses:

- the absence of research activity with a partner and no engagement with European bids in the field of scientific research (paragraph 4.5; *Chapter II Standard I.3*)
- the lack of international research activity and mobility opportunities for staff and students (paragraph 4.8; *Chapter II Standard I.6*).

### Recommendations

The review team identified the following recommendations:

- as a matter of urgency, develop and implement a defined plan to ensure that its research internationalisation agenda clearly focuses on engaging with European bids in the field of scientific research, and research cooperation with foreign higher education institutions more generally (paragraph 4.5; *Chapter II Standard I.3*)
- as a matter of urgency, seek to establish bilateral agreements and projects to facilitate international research activity and mobility opportunities for staff and students (paragraph 4.8; *Chapter II Standard I.6*).

### Affirmation of action being taken

The review team did not affirm any actions already in progress.

## Judgement

**The Standards for Teaching, Learning, Assessment and Research are substantially met.**

## Evaluation Area 5: Students and their Support

5.1 PBA's admission procedure takes full account of legal expectations and the admission procedure is included in the Strategic Plan. **[SER p.37; 1; 6; 8; M2-M6; M10]** Departments coordinate promotional activities annually with prospective students, which include visits to high schools and open. The Academy publishes student handbooks and a variety of programme promotional brochures and leaflets. **[25; Learning resource tour]** **[Chapter I Standard III.1]**

5.2 Being a small institution, with a limited number of students, communication between staff and students is effective. **[M6]** As noted in paragraph 2.7, every student and staff member has an internal personal email address. **[M4; M6]** Student personal information, including contact details and grades, is stored securely in faculty secretaries' offices and on the intranet. **[SER p.38; M6; M11; <http://apb.edu.al/en/home-page-english/>]** **[Chapter I Standard III.2]**

5.3 On joining the Academy, students attend orientation and induction meetings to provide them with necessary information on their programme and the Academy. **[SER p.38-39; M6; M7]** All information packages are posted on the website or intranet. **[<http://apb.edu.al/en/home-page-english/>]** The Curricula, Teaching and Career Office assists students in obtaining information on the Academy and this continues throughout their period of study and after graduation. **[SER p.38-39; M6; M7; M11]** Students met during the visit, and 98.5 per cent of respondents agreed, indicated through the Student Survey that the Academy provided them with all the information required before they started their studies. **[APAAL Student Survey; M6]** Students also indicated that they are able to contact teaching staff during office hours, lectures and seminars and that they are provided with a supervisor for their thesis at the end of their studies. **[M6]** Discussions with staff and students confirmed the effectiveness of orientation and mentoring arrangements. **[M2-M6; M10; M11]** **[Chapter I Standard III.3]**

5.4 PBA offers a supporting policy for students from special categories and all programmes have a quota of places allocated. **[SER p.39; 1; M2-M6]** Students within set categories are offered a reduced tuition fee including students with disabled parents, single parents and students whose parents have suffered as a result of military or police service. **[1; M2-M6]** Students who excel at high school and while studying at the Academy are also entitled to a reduced tuition fee. **[1; M2-M6]** During the last four years, PBA has invested €70,000 to support students from special categories. **[57]** **[Chapter I Standard III.4]**

5.5 The library serves also as a lecture room and a study place for the students. **[SER p.39-40; M11; Learning resource tour]** The library contains all books published by academic staff and access to a freely available electronic library service with approximately 5,000 titles. **[78; M11; Learning resource tour]** Library opening hours enable student to access it before and after their lectures. **[SER p.39]** The Academy allocates funding annually to enrich its library through the purchase of scientific literature and enriches it further through donations from sponsors and gifts from other institutions or partners. **[SER p.39; 78; M10; M11]** **[Chapter I Standard III.5]**

5.6 In addition to the formal tutoring process set out in regulations, daily lecturer and student contact provides further opportunities to support and facilitate the progress of first and second-cycle students. Students confirmed that they found this support helpful. **[SER p.40; 6; M6; M10]** A tutor lecturer is assigned for each course to inform students on lecture plans, structure, evaluation methods, literature and everything else related to student life. **[SER p.40; M6; M10]** Specific mentoring is provided for year three first-cycle students to support them during their thesis selection and development, and to advise on future employment opportunities. The Curricula, Teaching and Career Office offers different kinds

of services and support for ongoing students, for example study programmes, practical training possibilities, thesis mentoring, future possible employment and social. [72; 73] **[Chapter I Standard III.6]**

5.7 PBA organises transparent elections for the Student Council, which is an independent body that represents and protects students' interests. [SER p.40; 79] The Student Council members take part in a variety of academic sporting and social activities, including general interest discussions on study programmes and regulations, and organising social, cultural and sporting events. [SER p.40; 1; 79; M6] Students are also represented on the Senate and the Internal Quality Assurance Unit. [SER p.40; 1; 79; M6; M10; M11] **[Chapter I Standard III.7]**

5.8 PBA pursues an effective and appropriate supporting policy to assure cultural and sporting quality of student life. [SER p.40; 1; M6] As the Academy has limited sporting facilities, it has rented a nearby facility to support sporting activities for students. [SER p.40; M2; M6] It also covers the financial cost of transport to and from sporting activities where students are representing PBA. [SER p.40; 69; 79; M6; M10; M11] **[Chapter I Standard III.8]**

5.9 PBA monitors constantly employment opportunities for students and collects continuous data on the performance of students and graduates. [SER p.41; 1] The Curricula, Teaching and Career Office has a complete database of the employment of all of its graduates, which indicates that over 84 per cent are in full-time employment, with 90 per cent of those graduates in employment relevant to their degree. [SER p.41; M11] The Curricula, Teaching and Career Office offers a wide range of opportunities for students, starting with practical training that typically leads to future employment. [SER p.41; M2-M7; M10] The Academy has signed a number of agreements with public and private institutions and companies to provide students with placement and future employment opportunities. [21; M7] It also has an agreement with a large employment agency that enables the Curricula, Teaching and Career Office to electronically match individual student profiles to relevant employment vacancies. This secure and confidential system has helped to ensure that students undertake placements to suit their skills and attributes, and therefore increases their employment chances with the same firm. [M11; Curricula, Teaching and Career Office system demonstration] The institutional agreement with a large employment agency, which enables the Curricula, Teaching and Career Office to electronically match individual student profiles to relevant employment vacancies, and the resulting high rates of employment for students, is considered by the review team to be a feature of **good practice**. **[Chapter I Standard III.9]**

## **Findings**

### **Good practice**

The review team identified the following feature of good practice:

- the institutional agreement with a large employment agency, which enables the Curricula, Teaching and Career Office to electronically match individual student profiles to relevant employment vacancies, and the resulting high rates of employment for students (paragraph 5.9; **Chapter I Standard III.9**).

### **Weaknesses**

The review team did not identify any weaknesses.

### **Recommendations**

The review team did not identify any recommendations.

### **Affirmation of action being taken**

The review team did not affirm any actions already in progress.

## **Judgement**

**The Standards for Students and their Support are fully met.**



## Evidence list

The Academy submitted these documents to accompany the self-evaluation report. The document titles shown in English, where known, have been added by the Lead Reviewer. These documents are referred to in the report as '1', '2' etc.

1. Annex no. 1 EN.pdf Statute of PBA
2. GID.pdf
3. IER-Institutional Accreditation PBA.pdf
4. DOCUMENTACION LIST EN.pdf
5. Annex no.1 pdf
6. Annex no. 2.pdf Internal Regulation of PBA
7. Annex no. 3.pdf
8. Annex no. 4.pdf Strategic Plan of PBA 2015-2020 - Summary
9. Annex no. 5.pdf The Summary of Annual Plan of PBA
10. Annex no. 6.pdf Summary Annual Report 2015-2016 of PBA
11. Annex no. 7.pdf
12. Annex no. 8.pdf Summary Report of IQAU for the academic year 2015-2016
13. Annex no. 9.pdf Organisation chart of PBA
14. Annex no. 10.pdf The Annual List of the Faculty of Law staff
15. Annex no. 11.pdf The Annual List of the Faculty of Economy staff
16. Annex no. 12.pdf Market Research of the new study program in Bachelor's cycle  
Economic Informatics at FE
17. Annex no. 13.pdf Market Research for opening the Master's programs at FL
18. Annex no. 14.pdf List of Cooperation Agreements of PBA
19. Annex no. 15.pdf Practical Teaching Program in 'Bachelor's' Programs in FE
20. Annex no. 16.pdf Practical Teaching Program in the 'Master's' Programs in FL
21. Annex no. 17.pdf Summary Information on the participation of PBA as a partner  
in projects
22. Annex no. 18.pdf The model of an employment notification academic staff in  
PBA' Get the Statute of the PBA, articles 18, 21, 23, 35
23. Annex no. 19.pdf
24. Annex no. 20.pdf
25. Annex no. 21.pdf Flyer and PBA Guide
26. Annex no. 22.pdf External Evaluation Report from TRBC for students
27. Annex no. 23.pdf External Evaluation Report from TRBC for staff
28. Annex no. 24.pdf Cooperation Contract with foreign lecturers
29. Annex no. 25.pdf Template of the employment contract for full-time staff
30. Annex no. 26.pdf Template of the employment contract for part-time staff
31. Annex no. 27.pdf Template of the employment contract for administrative staff  
Get the Statute of the PBA, Chapter IV, and Article 27, 28
32. Annex no. 28.pdf Detailing of expenses by nature for 2016
33. Annex no. 29.pdf The Senate Decision on approval of 2016-2017 budgets
34. Annex no. 30.pdf Relation for the approval of the financial and economic  
indicators of PBA, according to the financial statements for the  
year 2016 and the decision of the Administration Consul
35. Annex no. 31.pdf Opinion of Grant Thornton auditors for FS of 2015-2016 year
36. Annex no. 32.pdf The publication data on the official website of PBA
37. Annex no. 33.pdf
38. Annex no. 34.pdf ISBA - Professional Training
39. Annex no. 35.pdf Technical report on facilities and infrastructure of PBA
40. Annex no. 36.pdf
41. Annex no. 37.pdf
42. Annex no. 38.pdf
43. Annex no. 39.pdf

44.	Annex no. 40.pdf	
45.	Annex no. 41.pdf	
46.	Annex no. 42.pdf	
47.	Annex no. 43.pdf	
48.	Annex no. 44.pdf	Type template of continuous assessment of students
49.	Annex no. 45.pdf	Type template of exam for students
50.	Annex no. 46.pdf	Syllabus type in Albanian / English language
51.	Annex no. 47.pdf	Supplement of bachelor's degree and master's degree in the Faculty of Economy (FE)
52.	Annex no. 48.pdf	Supplement of bachelor's degree and master's degree in the Faculty of Law (FL)
53.	Annex no. 49.pdf	Abbreviated syllabus in Business Administration program of Bachelor's cycle in FE
54.	Annex no. 50.pdf	Abbreviated syllabus in 'Finance Accounting' program of Master's cycle in FE
55.	Annex no. 51.pdf	Abbreviated syllabus in business Law' program of Bachelor's cycle in FL
56.	Annex no. 52.pdf	Abbreviated syllabus in 'Civil and Commercial Rights' program of Master's cycle in FL
57.	Annex no. 53.pdf	Statistics over the years for scholarships in PBA
58.	Annex no. 54.pdf	
59.	Annex no. 55.pdf	
60.	Annex no. 56.pdf	Regulation of 'Finance Accounting' Program in Bachelor's cycle, FE
61.	Annex no. 57.pdf	Regulation of 'Civil and Commercial Law' Program in Master's cycle, FL
62.	Annex no. 58.pdf	Form for implementation of activities from internal academic staff
63.	Annex no. 59.pdf	The academic workload and EPA/ CPA report on FE
64.	Annex no. 60.pdf	The academic workload and PAE / PAK report on FL
65.	Annex no. 61.pdf	The package of practice learns in 'Finance and Accounting' program of Bachelor's cycle in FE
66.	Annex no. 62.pdf	The package of practice learns in 'Civil and Commercial Law' program of Bachelor's cycle in FL
67.	Annex no. 63.pdf	
68.	Annex no. 64.pdf	
69.	Annex no. 65.pdf	On the student government activities and its electronic addresses in PBA
70.	Annex no. 66.pdf	
71.	Annex no. 67.pdf	
72.	Annex no. 68	Guidelines for preparation of diploma subjects in bachelor's cycle in FE
73.	Annex no. 69	Guidelines for preparation of diplomas subjects in master's cycle FL
74.	Annex no. 70	Questionnaire of students for evaluating the lecturers and the learning process - IQAU
75.	Annex no. 71	Questionnaires of lecturers - IQAU
76.	Annex no. 72	Model of academic staff performance appraisal
77.	Annex no 73.pdf	
78.	Annex no. 74	Information about the library and its electronic addresses in PBA
79.	Annex no. 75	Student elections and activities of student government in PBA
80.	RVB-Akreditimi Institucional-APB-Final-AL-10-04-2017.pdf	
81.	SHKRESA PËRCJELLËSE.pdf	

82. VETEDEKLARIMI.pdf

The following documents are listed on pages 43 and 44 of the self-evaluation report under the heading *List of Supporting Evidence of PBA*. These documents are referred to in the report as 'A1', 'A2', etc.

- A1 Annex no.1 Statute of PBA
- A2 Annex no. 2 Internal Regulation of PBA
- A3 Annex no. 4 Strategic Plan of PBA 2015-2020 - Summary
- A4 Annex no. 5 The Summary of Annual Plan of PBA
- A5 Annex no. 6 Summary Annual Report 2015-2016 of PBA
- A6 Annex no. 8 Summary Report of IQAU for the academic year 2015-2016
- A7 Annex no. 9 Organisation chart of PBA
- A8 Annex no. 10 The Annual List of the Faculty of Law staff
- A9 Annex no. 11 The Annual List of the Faculty of Economy staff
- A10 Annex no. 12 Market Research of the new study program in Bachelor's cycle Economic Informatics at FE
- A11 Annex no. 13 Market Research for opening the Master's programs at FL
- A12 Annex no. 14 List of Cooperation Agreements of PBA
- A13 Annex no. 15 Practical Teaching Program in Bachelor's Programs in FE
- A14 Annex no. 16 Practical Teaching Program in the Master's Programs in FL
- A15 Annex no. 17 Summary Information on the participation of PBA as a partner in projects
- A16 Annex no. 18 The model of an employment notification academic staff in PBA' Get the Statute of the PBA, articles 18, 21, 23, 35
- A17 Annex no. 21 Flyer and PBA Guide
- A18 Annex no. 22 External Evaluation Report from TRBC for students
- A19 Annex no. 23 External Evaluation Report from TRBC for staff
- A20 Annex no. 24 Cooperation Contract with foreign lecturers
- A21 Annex no. 25 Template of the employment contract for full-time staff
- A22 Annex no. 26 Template of the employment contract for part-time staff
- A23 Annex no. 27 Template of the employment contract for administrative staff Get the Statute of the PBA, Chapter IV, and Article 27, 28
- A24 Annex no. 28 Detailing of expenses by nature for 2016
- A25 Annex no. 30 Relation for the approval of the financial and economic indicators of PBA, according to the financial statements for the year 2016 and the decision of the Administration Consul
- A26 Annex no. 31 Opinion of Grant Thornton auditors for FS of 2015-2016 year
- A27 Annex no. 32 The publication data on the official website of PBA
- A28 Annex no. 33 The project of building PBA
- A29 Annex no. 34 ISBA - Professional Training
- A30 Annex no. 35 Technical report on facilities and infrastructure of PBA
- A31 Annex no. 44 Type template of continuous assessment of students
- A32 Annex no. 45 Type template of exam for students
- A33 Annex no. 46 Syllabus type in Albanian / English language
- A34 Annex no. 47 Supplement of bachelor's degree and master's degree in the Faculty of Economy (FE)
- A35 Annex no. 48 Supplement of bachelor's degree and master's degree in the Faculty of Law (FL)
- A36 Annex no. 49 Abbreviated syllabus in Business Administration program of Bachelor's cycle in FE
- A37 Annex no. 50 Abbreviated syllabus in 'Finance Accounting' program of Master's cycle in FE
- A38 Annex no. 51 Abbreviated syllabus in business Law' program of Bachelor's cycle in

- FL
- A39 Annex no. 52 Abbreviated syllabus in 'Civil and Commercial Rights' program of Master's cycle in FL
  - A40 Annex no. 53 Statistics over the years for scholarships in PBA
  - A41 Annex no. 56 Regulation of Finance Accounting Program in Bachelor's cycle, FE
  - A42 Annex no. 57 Regulation of Civil and Commercial Law Program in Master's cycle, FL
  - A43 Annex no. 58 Form for implementation of activities from internal academic staff
  - A44 Annex no. 59 The academic workload and EPA/ CPA report on FE
  - A45 Annex no. 60 The academic workload and PAE / PAK report on FL
  - A46 Annex no. 61 The package of practice learns in Finance and Accounting program of Bachelor's cycle in FE
  - A47 Annex no. 62 The package of practice learns in Civil and Commercial Law program of Bachelor's cycle in FL
  - A48 Annex no. 65 On the student government activities and its electronic addresses in PBA
  - A49 Annex no. 68 Guidelines for preparation of diploma subjects in bachelor's cycle in FE
  - A50 Annex no. 69 Guidelines for preparation of diplomas subjects in master's cycle FL
  - A51 Annex no. 70 Questionnaire of students for evaluating the lecturers and the learning process - IQAU
  - A52 Annex no. 71 Questionnaires of lecturers - IQAU
  - A53 Annex no. 72 Model of academic staff performance appraisal
  - A54 Annex no. 74 Information about the library and its electronic addresses in PBA
  - A55 Annex no. 75 Student elections and activities of student government in PBA

These documents were provided following requests from the review team during the desk-based evaluation phase of the review. The document titles shown in English. These documents are referred to in the report as '**B1**', '**B2**', etc.

- |     |                           |  |
|-----|---------------------------|--|
| B1  | ANNEX NO. 1.pdf           | Evidence on PBA Statute and Regulations amendments                   |
| B2  | ANNEX NO. 2.1.pdf         | Notification of a meeting of Rectorate                               |
| B3  | ANNEX NO. 2.2 and 2.3.pdf | PBA Administration Council agenda                                    |
| B4  | ANNEX NO. 2.4.pdf         | Senate agenda 14 October 2016  |
| B5  | ANNEX NO. 2.5.pdf         | Council of Ethics meeting minute                                     |
| B6  | ANNEX NO. 2.6.pdf         | Faculty of Economics Council meeting announcement                    |
| B7  | ANNEX NO. 3.pdf           | Evidence of separation between academic and administrative functions |
| B8  | ANNEX NO. 4.pdf           | Organisation chart   |
| B9  | ANNEX NO. 5.pdf           | Evidence of Senate decisions being promulgated to departments        |
| B10 | ANNEX NO. 6.pdf           | Annual report to Ministry 2015-16                                    |
| B11 | ANNEX NO. 7.pdf           | Faculty of Economics labour market survey                            |
| B12 | ANNEX NO. 8.pdf           | Evidence to support PBA has sufficient qualified staff               |
| B13 | ANNEX NO. 9.pdf           | Evidence on evaluating staff skills                                  |
| B14 | ANNEX NO. 10.pdf          | Evidence to support budget planning and monitoring                   |
| B15 | ANNEX NO. 11.pdf          | Summary of graduate destinations by programme                        |
| B16 | ANNEX NO. 12.pdf          | Analysis of first-cycle student data                                 |
| B17 | ANNEX NO. 13.pdf          | Appeals and complaints procedure                                     |
| B18 | ANNEX NO. 14.pdf          | Examples of information provided to students                         |
| B19 | ANNEX NO. 15.pdf          | Evidence to support the department as the basic research unit        |
| B20 | ANNEX NO. 16.pdf          | Evidence to support encouragement in research                        |
| B21 | ANNEX NO. 17.pdf          | Evidence of staff attendance at international                        |

		conferences
B22	ANNEX NO. 18.pdf	Evidence of research priorities and application
B23	ANNEX NO. 19.pdf	Evidence of evaluation and transfer of research outcomes

These documents were provided following requests from the review team during the review visit. These documents are referred to in the report as 'C1', 'C2', etc.

C1	PBA- Agenda APB_08.06.2017.doc
C2	proceedings of 4th international scientific conference of PBA.pdf
C3	PBA- Agenda APB_08.06.2017.doc
C4	PLANI I PUNES SE NJSBC.pdf

## Meetings

Day 1: Thursday 8 June 2017

- 08:45 - 09:00     **M1:** Meeting with Institutional Coordinator.
- 09:00 - 09:30     **M2:** Meeting with the Rector.
- 10:00 - 11:00     **M3:** Meeting with the Self-evaluation Team.
- 11:30 - 12:30     **M4:** Meeting with all members of the Academic Senate (excluding the Rector).
- 13:30 - 14:30     **M5:** Meeting with all members of the Rectorate and Board (excluding any individuals already met by the review team).
- 15:00 - 16:00     **M6:** Meeting with a group of students.
- 16:30 - 17:30     **M7:** Meeting with a sample of external partners and alumni.
- 18:00 - 18:15     **M8:** Meeting with Institutional Coordinator to clarify any matters arising during Day 1.

Day 2: Friday 9 June 2017

- 09:00 - 09:30     **M9:** Meeting with the Institutional Coordinator to clarify any matters arising.
- 09:30 - 10:30     **M10:** Meeting with a group of teaching staff (excluding any individuals already met by the review team).
- 11:00 - 12:00     **M11:** Meeting with a group of administrative staff (excluding any individuals already met by the review team).